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ABSTRACT

Concerns of tenure-line, nontenured faculty regarding retention, professional development, and quality of life were studied in 1979 at Indiana University. Study objectives were to identify obstacles to tenure level performance, conditions that might influence faculty to seek positions elsewhere, demographic data, appointment data, and information about the following: degrees of satisfaction with work, perceived attitudes of colleagues toward work, amount and type of feedback and evaluation received, factors deemed important in acquiring tenure, attitudes toward the department, and factors judged important to one's quality of life. Response revealed that significantly more women were hired as lecturers than men, while significantly more men were initially hired as assistant professors; however in 1979, many women hired as lecturers had been promoted to assistant professor and there were no significant difference in the current rank of men and women. The major differences between male and female nontenured faculty occurred in their perceptions of their professional lives: women were significantly less satisfied with their quantity of work than were men, but significantly more satisfied with their service and other professional activities. Men were significantly more confident than women of receiving tenure. Both women and men felt that members of the same or opposite sex viewed them primarily as co-workers or friends. Social life and cultural environment were not as important to either men or women as the professional aspects of their lives. It is concluded that men and women faculty share the same general personal evaluation of their professional lives in their departments and at the university; there were many similarities in their viewpoints and career aspirations. (SW)

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# RETENTION, PROFESSIONAL DEVELOPMENT AND QUALITY OF LIFE: A COMPARATIVE STUDY OF MALE/FEMALE NON-TENURED FACULTY

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## ABSTRACT

A qualitative inquiry was conducted on concerns of non-tenured faculty regarding retention, professional development and quality of life, after existing data revealed years of lower rates of retention for women. A questionnaire was mailed to 100 tenure-line, non-tenured women and 100 men faculty. Response rate was 61% for women and 62% for men. Results indicated that men and women respondents shared similar perceptions on (1) general evaluation of their professional lives; (2) viewpoints on career aspirations; (3) feelings of insecurity, pressure and isolation. However, women indicated more concerns and lack of confidence regarding prospects for tenure. Stereotypic myths were not substantiated.

## Introduction

Research on the status of women faculty in higher education show disparities in areas of hiring, promotion, tenure, salary and administrative roles. Although women comprise about one-fourth of the full-time instructional faculty in institutions of higher education, they are overconcentrated in the least prestigious institutions. Also women are concentrated in non-tenured and non-tenurable ranks. Recent data show that the proportion of men achieving tenure in institutions of higher education exceeds that of women 5% to 20% depending on the field (Hornig, 1979). Once appointed to tenure-track positions, women climb the academic ladder more slowly than men and frequently are not given tenure or retained (Eckstrom, 1979).

Beliefs regarding the cause for attrition of women faculty range from dissatisfaction with social life (especially in smaller communities) and better positions/salary elsewhere, to excessive maternity and child care leaves. These unsubstantiated popular myths deserved closer scrutiny and examination.

In 1978 the Office for Women's Affairs at Indiana University began a quantitative study of retention and attrition rates of male and female faculty members over the past ten years. The data showed that between 1968 and 1975 non-tenured women faculty had a much higher attrition rate than did men, and at times was almost

twice as high. However, since 1975, there are no overt indications that the attrition rate is greater for women than for men (see Table I).

An examination of all faculty hired in a given year, who have since terminated, reveals that the percentage of women terminated exceeds that of men for almost every year (see Table II). Organizing the data by rank shows a higher percentage of male assistant professors terminated prior to 1970. After 1970, when more women were hired, the percentage of women terminated was higher (see Table III). For the rank of lecturer the data are just the opposite. From 1968-1971 when so few women were hired as lecturers, their attrition rate (in percent) was very high -- higher than for men. After 1971, when the percentage of newly hired female lecturers increased, the attrition rate decreased. The percentage of women lecturers terminated decreased and a higher proportion of male than female lecturers were terminated.

The data also reveal that the percentage of women hired is in direct proportion to the percentage of women receiving PhDs throughout the nation. However, a higher percentage of new lecturers than of assistant professors were women, and women were clustered in the lower ranks. As recently as 1978-1979, women constituted less than 15% of the total faculty at the University. The turnabout in the hiring of women occurred in the fall of 1971 when the percentage of women hired more than doubled due, probably, to the adoption of an

affirmative action resolution by the Board of Trustees. The resolution was clearly implemented in the hiring practices of the following year.

## Objectives

Many questions remained about the attrition of men and women faculty which could not be answered by the available data alone. Questions about more subtle disparities remained. These included disparities between men and women in the quantity and quality of research, service and teaching as perceived by oneself and by others; the amount and nature of feedback from colleagues, different attitudes of colleagues, different attitudes of colleagues toward male and female faculty; and attitudes of faculty toward their professional, social and cultural environment. The beliefs that women took excessive maternity and child care leaves, were less satisfied than men with social life, and left for better jobs elsewhere begged for documentation. To address these and other questions about faculty retention, a questionnaire was designed to identify issues of retention as perceived by non-tenured men and women faculty. This survey sought to identify:

1. obstacles perceived in the way of tenure level performance;
2. conditions perceived at the University which might influence faculty to seek positions elsewhere; and
3. conditions perceived in the extra-professional environment which might influence faculty to seek positions elsewhere.

## Methods

A questionnaire was designed and pilot-tested. The final questionnaire sought information of four major kinds: demographic data, appointment data, information about professional life, and extra-professional concerns. Within these four major areas, the survey examined: (a) degrees of satisfaction with one's own work, (b) perceived attitudes of colleagues toward one's work, (c) amount and type of feedback and evaluation received, (d) factors deemed important in acquiring tenure, (e) attitudes toward one's own department, (f) factors judged important to one's quality of life, and (g) satisfaction with the existence of these factors.

In April of 1979 questionnaires were mailed to all women faculty hired since 1975 (N=100), and to a random sample of 100 men hired. The population included only the instructional non-tenured faculty hired on a full-time tenure-line basis at the rank of lecturer or above. There was one survey mailing with a follow-up letter to all people who originally received the questionnaire. The return rate was 62% for the men and 61% for the women.

The breakdown by discipline of those who received the questionnaire was:

| | Men | Women | Total |
|---|---|---|---|
| Science | 19 | 13 | 32 |
| Social Science | 22 | 13 | 37 |
| Humanities | 18 | 36 | 54 |
| Professional | 41 | 36 | 77 |

The demographic breakdown of those who returned the questionnaire reveals no difference between male and female respondents in age, ethnic background, or the year the highest degree was received. However, significantly more men were married than were women, and more men had children than did women, although almost 50% of the women did have one or more children.

## Results

### Appointment Data:

Significantly more women were hired as lecturers than men, while significantly more men were initially hired as assistant professors. In 1979, at the time of the administration of the questionnaire, there was no significant difference in the current rank of men and women; in both cases, most were assistant professors. This indicates that many women hired as lecturers had been promoted to assistant professor since their initial appointment.

During their terms of appointment, while less than one-fourth of the women took a leave of absence, three times as many women than men took leaves at some time. But, not one woman took a leave for maternity, child care, or health reasons; all took a leave because they received a fellowship award, a temporary position elsewhere, or were engaged in research or writing. Furthermore, during their initial years at the University, women served on almost twice as many school and university committees than did their male counterparts.

Professional Life:

The major differences between male and female non-tenured faculty members occurred in their perceptions of their professional lives: their research, feedback received on their work, their degree of confidence in acquiring tenure, and their departments.

Women were significantly less satisfied with their quantity of work than were men, but significantly more satisfied with their service and other professional activities. Feedback from colleagues differed. Men characterized their feedback as significantly verbal; women as written. Women received significantly more informal feedback on teaching; men on research. More men than women felt that their colleagues evaluated their research and publications as good or excellent. Women were satisfied with their quality of work, but felt that their colleagues evaluated their work less highly than they themselves did. Men's perceptions of how their colleagues evaluated them was not affected by how they evaluated themselves; in fact, whether or not they themselves expressed personal satisfaction in these areas, in most cases they felt that their colleagues evaluated them as good or excellent.

Acquisition of tenure was the foremost concern of every respondent of both groups. Men, however, were significantly more confident than women of receiving tenure. Ninety-five percent of the men and only 70% of the women were either very or somewhat confident of getting tenure. Men and women differed in evaluation of

the factors which they considered most important in the acquisition of tenure. Significantly more women than men felt that a mentor was very important in receiving tenure. However, there was no difference in the percentage of men and women who said that they had a mentor. There was a significant difference in how the two groups viewed the importance of feedback and encouragement in teaching for gaining tenure. Significantly more women viewed feedback on teaching as extremely or very important. Interestingly, women had more informal feedback on teaching than did men and this feedback was generally very positive. Both groups felt that feedback and encouragement on research were very important. Neither group felt that socializing with colleagues was of major importance for tenure.

Almost two-thirds of both men and women found their departments average or very good ones in which to work. Less than twenty percent of both groups felt their department was either excellent or poor. The women who felt they had a good department in which to work also tended to feel confident of gaining tenure. Men's estimation of their department was not significantly related to their chances of getting tenure.

As for departmental colleagues, both women and men felt that members of the same or opposite sex viewed them primarily as co-workers or friends, and in a similar vein, both male and female respondents had, on the average, two to three colleagues of either

sex with whom they regularly discussed their work. The average number of colleagues with whom the respondents collaborated was higher for men than women. Men collaborated more frequently than did women, and on the average twice as many men collaborated with others than did women. Furthermore, they had more research assistants than did women. Less than one-fourth of the women and more than half of the men had one or more research assistants. A greater degree of collaboration and number of research assistants could, in part, be explained by the disciplines of the questionnaire recipients. More men than women were in the sciences or social sciences, the two disciplines where collaboration is frequent.

Extra-Professional Life:

Social life and cultural environment were not as important to either men or women as the professional aspects of their lives. No significant differences were found in: importance of social acceptance, satisfaction with availability of people with whom to socialize (including the opposite sex), and social acceptance by colleagues. However, men were slightly more dissatisfied with the lack of availability of women than women were with that of men.

There were correlations between satisfaction with social life and feelings of acceptance by colleagues. Those who were happy with colleague acceptance were also happy with social contacts, and vice versa. Ninety-two percent of those extremely satisfied with colleague acceptance were also extremely satisfied with the

availability of people with whom to socialize. All of the men dissatisfied or very dissatisfied with colleague acceptance were also dissatisfied with the availability of people with whom to socialize. Women also follow this pattern, but the correlations are less strong.

More women than men were concerned with the availability of day care and domestic help, but the numbers were too small to be significant. More men than women had children and many felt that an environment conducive to family rearing was important, but generally men did not express a concern about day care arrangements or the availability of domestic help.

Professional Decisions/Concerns:

Spouse employment was not significantly related to people's attitudes toward their potential stay at the University. For both men and women planning to stay, fifty percent had spouses not employed in the vicinity. Of those seeking another position or considering leaving, three-quarters had spouses who were not employed here. It is not possible to quantitatively assess the effect of spouse employment on the reasons for seeking another position.

Of those seeking another position, almost all of the men said it would be a voluntary decision, but only three-fourths of the women said it would be voluntary. This reflects the greater confidence men feel in acquiring tenure. There was no significant

difference between men or women who would leave because of a better offer elsewhere. Both groups cited a better offer elsewhere as the prime motive for leaving, or considering leaving.

In answer to the question, "What do you perceive as major problems for you or other non-tenured men/women faculty at Indiana University?" both men and women expressed deep feelings of isolation and a lack of communication with their colleagues. Women felt isolated from male colleagues, while the male non-tenured faculty members complained of a lack of communication with the senior members of their departments. Both men and women were indicating a similar problem. Most senior members of departments are men; junior faculty members, of both genders, feel isolated from the senior faculty. In addition, women face a compounded problem. Most of their junior colleagues are male, and the women also feel isolated from them.

Women expressed more concern than men about the dual commitment of a career and a family. Lack of adequate time for teaching, research and writing was a major concern. Women felt that the requirements for achievement of tenure were so heavy that fulfilling these requirements precluded much of a family or social life. Men faintly echoed this concern and, in addition, were concerned about facilities, salaries and support staff.

## Conclusions

Men and women faculty share the same general personal evaluation of their professional lives in their departments and at the University; there are many similarities in their viewpoints and in their career aspirations. Almost all non-tenured men and women faculty face insecurities, pressures, and a sense of isolation. In addition, women face more and different problems and concerns, and often perceive their situations differently from men due to socialization practices and strictures of our society.

Recent literature suggests that employers and supervisors continue to evaluate women's credentials, experience, and performance more stringently than men's (Hornig, 1979; Eckstrom, 1978; Hennig and Jardin, 1977). In fact, women's research and publications are frequently devalued or evaluated unfairly (Eckstrom, 1979, p. 3). Women face a double bind: societal attitudes function as covert barriers to success and when they succeed, their success is discounted (Eckstrom, 1978). In blind tests, "publications believed to have been written by women have been judged less competent than the same material when thought to be by men" (Eckstrom, 1979, p. 3).

A woman's role expectations and conflicts may limit her advancement (Eckstrom, 1979). Biology and socialization give women a role of mothers, and many professional women experience a role conflict, a time conflict between career and family, or a

conflict between either a career or family (Eckstrom, 1978; Hennig and Jardin, 1977). People "are affected by societal expectations for them and, as a result, women may undervalue themselves and their own abilities" (Eckstrom, 1978).

Women in this study did not differ from the national norms in their concerns, self-evaluations, or perceived evaluations by colleagues. Women were less confident than men about the positive evaluation of their work by colleagues. They perceived their work as evaluated less highly by their colleagues in terms of both quality and quantity than men perceived collegial evaluation of their work. In terms of their own standards, women were quite satisfied with the quality of their research. Thus, women felt their work was of high quality but perceived that their colleagues disagreed with their personal evaluation. Women expressed dissatisfaction with their quantity of work. Ironically, women reported that their colleagues evaluated their amount of work as "average" or "good," but the women felt that "average" was not good enough. They had to be better and demanded of themselves superior or excellent quantity and quality of research and publications. Thus, women feel they must be superwomen.

Women frequently expressed a lack of time to do all that was expected of them by themselves and others. In fact, national data suggest that male faculty have more time for research because women may be dealing with heavy overloads of committee responsibilities and also fulfilling the counseling needs of women students

(Eckstrom, 1979, p. 3). An overload of committee assignments is attested to by the data from this survey. Finally, for women, the demands of child-rearing are almost always more pressing than they are for men. Since they are the primary nurturers of children, the amount of time women have left over, after teaching, to devote to research is much less than it is for most men.

Women were very satisfied with their teaching performances, and received their greatest amount of departmental and collegial feedback on teaching. Perhaps both men and women regard teaching as a woman's role, stemming from the concept of women as nurturers. Although this survey did not examine a level of interest in teaching, "women faculty are often reported as being more interested in teaching than in research. There is also considerable evidence that in graduate school and in their careers, academic women are steered away from research and encouraged to teach" (Eckstrom, 1979, p. 3).

The professional insecurity many women faculty experienced was most dramatically reflected in the figures which indicate how few women, compared to men, were confident they would receive tenure. Women felt less confident than men, and reported that more pressures were placed upon them by themselves and others. If men did feel a lack of confidence, they did not frequently or obviously admit it on the questionnaires. National reports and statistical surveys have all indicated lower rates of retention

for women than for men (Hornig, 1979) and that women advance more slowly than men.

The lack of confidence felt by women in the quantity of their work, in their colleagues' view of them, and in their prospects for tenure is vastly important. Obviously, one's hopes or expectations regarding future job security are crucial for a successful performance and a sense of professional and personal well-being in the present.

There are several explanations for these important discrepancies between men's and women's sense of how they are, and will be, evaluated for tenure. In this study, significantly more women than men were hired at the level of lecturer and thus had two major hurdles to overcome in their early years: first, finishing the degree while teaching, and second, working to build a solid tenure dossier through publication and teaching. This adds to the very real feeling of pressure experienced by all entering faculty members. The pressure to finish dissertations inevitably preempts the production of new original scholarship and writing for publication, thereby jeopardizing their chances for job survival. The difficulties experienced by women in their initial years at the University were compounded by the fact that fewer women than men had research assistants, and women were more dissatisfied than men with the material support provided. This puts the female faculty member in the position of facing the vast majority of day-to-day pressures and deadlines without adequate support. Furthermore, initial teaching responsibilities

could result in failure to set aside time for research and writing during the academic year. Much of the faculty member's time was, of necessity, devoted to tasks which a research assistant could execute with ease, thereby freeing the faculty member from the minor details of academic work.

Women respondents reported much less feedback on their research than male respondents, and reported that they received most departmental and collegial feedback on teaching, while men reported they received it on research. If women received feedback on teaching, and felt it was important for the acquisition of tenure, they should be relatively more confident of tenure. Such was not the case. Despite this feedback on teaching, women were not as confident of tenure as men. One might conclude that while feedback on teaching was personally important, it was not perceived as important in acquiring tenure. Research was perceived as more important for tenure, and women were not receiving as much feedback in this vital area as were men. The lack of feedback may in part explain that while women reported personal satisfaction with the quality of their research, they felt that departmental evaluation of that research was relatively low.

Because women were not getting informal feedback on research and publication, they expressed more uncertainty than their male respondents about their ability to satisfy departmental and university expectations for tenure. Presumably they were less

certain about what these expectations really were, and whether they were fulfilling them. Clearly, women faculty and their departments need to develop more effective means for women to receive feedback on their research.

A mentor can facilitate the interaction with colleagues which is vital to men and women alike. In this survey, women rated the need for a mentor greater than did male respondents. This may be because formal and informal interaction, feedback, and guidance is frequently communicated man-to-man, and senior men may serve as role models. There is a lack of senior women to serve as role models and mentors, and several experts cite the importance of a male mentor in the advancement of women (Rowe, 1978; Eckstrom, 1978; Hennig and Jardin, 1977).

For both men and women their extra-professional life was less important than their professional life. Both men and women showed an equal level of satisfaction with the social, cultural, and living environment, with the single exception that women were more concerned about the availability of day care for children and domestic help. Men more than women expressed the idea that the town is a dull place for a single person. Furthermore, strong reactions of either satisfaction or dissatisfaction were not as prevalent in the quality-of-life area as they were in areas of professional support, feedback, pressure, and satisfaction with research, publication and teaching. The survey

indicated that while faculty were concerned about the quality of life, the overwhelming concern of younger, non-tenured faculty was with professional issues and pressures, at least in regard to whether they wish to, or will be able to, remain at the University.

## Recommendations

The survey elucidated several areas of major concern to non-tenured men and women. These concerns form the basis of a series of recommendations that can be realistically implemented by the Dean of the Faculties office in cooperation with other areas of the University who share concern for non-tenured faculty. The recommendations include: workshop/orientation sessions for non-tenured faculty on topics relevant to their professional development and professional relations; annual, written departmental reviews/evaluations, followed by a discussion of the contents with the Dean of the Faculties; support groups for women; provision for material and internal support for women equal to that which men receive in day-by-day professional situations.

The paradigm used in this study may be useful to other institutions for examining the same issue. Currently, there are plans to replicate the study at a comparable university and to compare results.

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TABLE I

Faculty Retention

| Academic Year | Number Untenured Men | Number Untenured Women | Non-Tenured Terminations During Year M | Non-Tenured Terminations During Year F | % Non-Tenured Terminated M | % Non-Tenured Terminated F |
|---|---|---|---|---|---|---|
| 1973-74 | 469 | 96 | 62 | 23 | 13.2 | 24.0 |
| 1974-75 | 416 | 101 | 62 | 20 | 14.9 | 19.8 |
| 1975-76 | 373 | 98 | 56 | 11 | 15.0 | 11.2 |
| 1976-77 | 337 | 114 | 38 | 15 | 11.3 | 13.2 |
| 1977-78 | 306 | 115 | 35 | 12 | 11.4 | 10.4 |

TABLE II
Retention of Faculty and Lecturers[3]

| | # Hired[1] (Fall) | | | | Number of those hired in a given year who have since terminated[2] | | | | | | | | | | | | | | | | Total of those hired in a given year who have since terminated | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | (%) | F | (%) | 1st Yr M | 1st Yr F | 2nd Yr M | 2nd Yr F | 3rd Yr M | 3rd Yr F | 4th Yr M | 4th Yr F | 5th Yr M | 5th Yr F | 6th Yr M | 6th Yr F | 7th Yr M | 7th Yr F | Later M | Later F | M | (%) | F | (%) |
| 1968 | 143 | (87%) | 21 | (13%) | 16 | 3 | 14 | 3 | 14 | 2 | 6 | 1 | 8 | 2 | 7 | - | 10 | 1 | 7 | 2 | 82 | (57%) | 14 | (67%) |
| 1969 | 147 | (90%) | 16 | (10%) | 16 | 4 | 17 | 2 | 9 | 1 | 9 | 2 | 3 | 1 | 6 | - | 10 | - | 6 | - | 76 | (52%) | 10 | (63%) |
| 1970 | 148 | (90%) | 17 | (10%) | 11 | 5 | 14 | 1 | 16 | 2 | 8 | 1 | 13 | 1 | 9 | - | 6 | - | 3 | - | 80 | (48%) | 10 | (59%) |
| 1971 | 107 | (78%) | 30 | (22%) | 21 | 6 | 16 | 1 | 12 | 6 | 2 | 4 | 4 | - | 4 | - | 5 | 2 | - | - | 64 | (60%) | 19 | (63%) |
| 1972 | 85 | (82%) | 19 | (18%) | 15 | 4 | 3 | 2 | 6 | 2 | 4 | 1 | 8 | 2 | 5 | - | - | - | - | - | 41 | (48%) | 11 | (58%) |
| 1973 | 73 | (73%) | 27 | (27%) | 8 | 4 | 7 | 4 | 4 | 2 | 3 | 4 | 3 | 1 | 1 | - | - | - | - | - | 26 | (36%) | 15 | (67%) |
| 1974 | 60 | (68%) | 28 | (32%) | 10 | 8 | 8 | 3 | 6 | 2 | 4 | - | - | - | - | - | - | - | - | - | 28 | (47%) | 13 | (46%) |
| 1975 | 63 | (76%) | 20 | (24%) | 7 | 2 | 3 | 2 | - | 1 | - | - | - | - | - | - | - | - | - | - | 12 | (19%) | 5 | (25%) |
| 1976 | 74 | (68%) | 35 | (32%) | 3 | 3 | 4 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | 7 | ( 9%) | 7 | (20%) |
| ~~1977~~ | ~~53~~ | ~~(73%)~~ | ~~20~~ | ~~(27%)~~ | ~~1~~ | ~~3~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | ~~-~~ | 1 | ( 2%) | 3 | (15%) |
| 1978 | 60 | (75%) | 20 | (25%) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 | | 0 | |
| Totals | 1013 | (80%) | 253 | (20%) | 108 | 42 | 86 | 22 | 69 | 18 | 36 | 13 | 39 | 7 | 32 | - | 31 | 3 | 16 | 2 | 417 | (41%) | 107 | (42%) |

[1]Hired as of the start of each fall semester.
[2]Terminated during or at the end of each indicated year of service.
[3]Includes A&S, Business, Education, Graduate Library, HPER, Law, Medical Sciences, Music, Optometry

NB November 21, 1969 - Trustees adopted Affirmative Action Resolution.

TABLE III
Retention of Assistant Professors[3]

| | # Hired[1] (Fall) | | | | Number of those hired in a given year who have since terminated[2] | | | | | | | | | | | | | | | | Total of those hired in a given year who have since terminated | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | (%) | F | (%) | 1st Yr M | 1st Yr F | 2nd Yr M | 2nd Yr F | 3rd Yr M | 3rd Yr F | 4th Yr M | 4th Yr F | 5th Yr M | 5th Yr F | 6th Yr M | 6th Yr F | 7th Yr M | 7th Yr F | Later M | Later F | M | (%) | F | (%) |
| 1968 | 57 | (86%) | 9 | (14%) | 6 | - | 5 | 2 | 7 | - | 4 | - | 4 | 1 | 2 | - | 8 | 1 | 2 | - | 38 | (67%) | 4 | (44%) |
| 1969 | 56 | (90%) | 6 | (10%) | 4 | - | 4 | - | 3 | 1 | 7 | 1 | 1 | 1 | 3 | - | 6 | - | 2 | - | 30 | (54%) | 3 | (50%) |
| 1970 | 62 | (94%) | 4 | ( 6%) | 2 | - | 4 | - | 8 | 1 | 3 | - | 7 | - | 8 | - | 4 | - | 1 | - | 37 | (60%) | 1 | (25%) |
| 1971 | 41 | (76%) | 13 | (24%) | 5 | 3 | 5 | 1 | 6 | 2 | 2 | 2 | 3 | - | 2 | - | 2 | 2 | - | - | 25 | (61%) | 10 | (77%) |
| 1972 | 51 | (88%) | 7 | (12%) | 3 | 2 | 1 | - | 6 | 1 | 4 | 1 | 5 | 1 | 5 | - | - | - | - | - | 24 | (47%) | 5 | (71%) |
| 1973 | 36 | (75%) | 12 | (25%) | 2 | 2 | 4 | - | 3 | 1 | 2 | 3 | 3 | - | - | - | - | - | - | - | 14 | (39%) | 6 | (50%) |
| 1974 | 35 | (70%) | 15 | (30%) | 7 | 4 | 3 | 2 | 2 | 1 | 2 | - | - | - | - | - | - | - | - | - | 14 | (40%) | 7 | (47%) |
| 1975 | 36 | (77%) | 11 | (23%) | 2 | - | 2 | 1 | 1 | 1 | - | - | - | - | - | - | - | - | - | - | 5 | (14%) | 2 | (18%) |
| 1976 | 41 | (73%) | 15 | (27%) | 2 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | 3 | ( 7%) | 0 | |
| 1977 | 28 | (78%) | 8 | (22%) | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 | | 1 | (13%) |
| 1978 | 27 | (79%) | 7 | (21%) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 | | 0 | |
| Totals | 470 | (81%) | 107 | (19%) | 33 | 12 | 29 | 6 | 36 | 8 | 24 | 7 | 23 | 3 | 20 | - | 20 | 3 | 5 | - | 190 | (40%) | 39 | (36%) |

[1]Hired as of the start of each fall semester.
[2]Terminated during or at the end of each indicated year of service.
[3]Includes A&S, Business, Education, Graduate Library, HPER, Law, Medical Sciences, Music, Optometry.